



1. Summary information: The information dates to the latest available data from 2018/19 due to COVID19, school closure and the lack of end of year data					
School	Hayes School				
Academic year	2021-2022	Total PP budget	£201,750 full year £202,246- Actual	Date of most recent Internal PP review	Sept 2021
		Recovery Premium	£21,605- Actual		
Total number of pupils	431(393 excluding nursery)	Number of pupils eligible for PP	150 (38.2%)	Date of External review of this strategy	DEC 20 Postponed due to Covid

2. Current Attainment & Progress- LATEST PUBLISHED DATA								
KS2	18/19 PP Hayes Attainment	18/19 All Hayes	18/19 PP National	18/19 All National	18/19 PP Hayes Progress	18/19 All Hayes Progress	18/19 PP National Progress	18/19 All National Progress
Combined R, W & M	71%	81%	51%	65%	N/A			
Reading	81%	88%	62%	73%	+3.03	+2.45	-0.62	+0.03
Writing	71%	83%	68%	78%	+1.95	+1.6	+0.26	TBC
Maths	86%	93%	67%	79%	+4.07	+4.11	-0.71	+0.03
KS 1								
% Reading attainment	63%	73%	62%	75%				
% Writing attainment	58%	68%	55%	70%				
% Maths attainment	67%	73%	63%	76%				
% passing phonics screening Year 1	78%	75%	70%	82%				
EYFS								
% pupils achieving a good level of development	64%	73%	TBC	2018 72%				

3. Barriers to future attainment (for pupils eligible for PP, including high attaining)	
In school barriers	
Behaviour issues for a small group of LKS2 pupils (mostly eligible for PP) having a detrimental effect on their academic progress and that of their peers	
Social and emotional issues (particularly making relationships and managing feelings and behaviours) for a number of children which impact their own and other's access to the wider curriculum, beyond what would be expected due to Covid 19.	
Children who do not leave KS1 being able to read fluently struggle to access the KS2 curriculum. This has been exacerbated by Covid 19.	
Groups of children from Y2-6 who have significant gaps in maths caused by interruptions to sequential teaching. Poor home support during COVID has exacerbated some gaps.	
Many children within our school have a lack of aspiration resulting in lack of independence from too many children. Too few children have not been active, diligent & responsible learners.	
External barriers	
Attendance rates for FSM children 18/19 was 94.18 % (97% target). This reduces the number of hours spent in school learning. Covid19 has impacted on attendance at school which will continue to be a high priority.	

4. Desired Outcomes		
	Desired outcomes/how measured?	Success Criteria
A	100% of children to pass the phonics screening by end of KS1 regardless of entry point	Phonics teaching is of a high standard and focuses on reading in order to support the greatest number of year 1 pupils to be fluent with their decoding skills (80% passing year 1 screening). Target of 80% of Pupil Premium children passing Year 1 phonics screen. Intervention and support is designed and evaluated to ensure those in year have developed their decoding skills to improve and make accelerated progress once school is fully open and all pupils back in the classroom. Phonics programme updated in line with the most recent Read, Write, Inc programme. Pupils supported, where necessary, through interventions outside of the daily phonics provision. Pupils with additional funding are highlighted within these groups. Intensive intervention to be supplied by teaching assistants.
B	Higher rates of progress for PP children in English and Maths over the next two academic years	Build on previous Reading and writing success for Pupil Premium progress by maintaining high attainment for Year 6 pupils. Reading and Writing outcomes for end of key stage PP children increased from 52% in 2018 to 81% in 2019 for reading.
C	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absence among pupils eligible for PP to 4% or below. Overall PP attendance improves to 97% in line with our aspirational school target.

D	Behaviour is improved amongst all children across the early years Foundation Stage (EYFS) and Key Stage 1 to ensure they are ready to learn and make expected academic progress.	Our behaviour intervention and support programmes are streamlined; directed at highest area of need and the impact evaluated systemically in order for children to be given the help they need.
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E	Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work) All children from Years 2 to 6 will be responsible for managing their learning autonomously. Reception and Year 1 will be able to articulate how they can improve and what they need to do next to improve.	The children will be able to identify the key steps for keeping their own learning on track in order to access the curriculum at their ARE or above - resulting in a rise in attainment in Maths & English (70 % in KS1 and 70% R, W & M in KS2) narrowing the gap towards non-disadvantaged children. Teachers are aware of children with additional funding in their classes. The adoption of our feedback strategy – ELF (empowering learners through feedback) – supports pupils independently accessing support other than use of ‘the adult’ and knowing the next steps in order to make progress. This has been a particular success due to the use of Seesaw during lockdown and a real focus for development as a school, led by school leaders. We will continue to invest in high quality CPD to develop feedback in order to impact outcomes.
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5. Planned Expenditure

Academic year: 2021/2022

i : Quality of teaching

Desired Outcome	Cost	Pupil premium used for: Year 2021/22	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did activity actually achieve? Impact is qualitative due to lack of data
<p>B: Higher rates of progress for PP children in English over the next two academic years</p> <p>E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work) All children from will be responsible for</p>	0.2 DHT £16,191	Deputy Headteacher (DHT) employed to teach in partnerships in years five and four, and to coach using the IRIS technology. The aim is to improve the planning and delivery of lessons in order to improve task design and	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach – this is using this approach on a more day-to-day basis over half a term.</p> <p>Work with teachers in year four and five to develop specific teaching of reading comprehension strategies. The approach intervenes with teachers during planning by making suggestions or asking</p>	DHT will discuss intended outcomes with the teacher before commencing intervention and evaluate after. SLT will scrutinise data to ensure an impact has been made. Pupil observations will be made before and after	<p>Highlighted - Intention end of Year 2022</p> <p>End of year Data KS2 Sats MTC data Headstart data Reading comprehension responses in children's books. ECT lesson observations.</p>

<p>managing their learning autonomously.</p>		<p>use of Assessment for Learning and ELF to provide suitable learning opportunities for all pupils. Active learning will also be improved through varying and reflecting on whole class teaching techniques.</p>	<p>challenging questions to ensure outcomes are carefully considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback. Reduced adult pupil ratio means more targeted support for all children in their learning and supporting behaviours for learning.</p> <p><i>EEF +6</i> <i>Reading comprehension +6 months</i></p> <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p>	<p>partnership to observe the engagement in learning before and after intervention.</p>	
<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p>	<p>KS1- KS2 (Phonics Lead) Approx £5000</p>	<p>Funding release time for Phonics lead(or specialist teachers) to support other teachers.</p> <p>Phase leads, and Outstanding teachers to</p>	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach. The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling</p>	<p>To increase pupil engagement in learning and increase number to 100% lessons monitored achieving good or better.</p>	<p>Phonics Data RWI tracking</p>

<p>B: Higher rates of progress for PP children in English next 2 academic years.</p> <p>E: Meta cognition & Self-Regulation- (Building on success of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>AHT 0.2 £13,276</p>	<p>model outstanding teaching & support phase with planning sequences, behaviour management and assessment</p>	<p>aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback. Phonics: EEF +4.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests phonics is particularly beneficial for younger learners (4-7 yrs) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (eg whole language/alphabetic approaches), but it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and only part of a successful literacy strategy.</i></p>	<p>Monitored by SLT, SIP and reported to governors.</p>	
<p>E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work).</p> <p>All children from Year 2 to Year 6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>0.5 £29, 065</p>	<p>Employment of music specialist teacher to ensure pupils have high quality music and drama teaching from someone who is passionate and well skilled.</p>	<p>High quality arts education, as part of weekly music lessons and blocked drama teaching in year groups, will be used to promote enjoyment in school and build self-esteem. Having a year group orchestra means pupils feel part of a community and can make a positive contribution irrespective of maths, reading or language attainment and have a clear responsibility as part of an ensemble. Arts participation: EEF +2</p> <p><i>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p>	<p>Pupil questionnaires to understand the impact of music and drama teaching towards their attitudes to school and how they value themselves as learners, including the wider benefits of music in order to improve English and Maths skills. - What Works- Research and Evidence for Successful Teaching- (Elliot Major & Higgins 2019)pg 119- 123</p>	<p>Pupil voice Parent voice</p>
<p>ii : Targeted Support</p>					

Desired Outcome		Pupil premium used for: Year 2020/21	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did the activity actually achieve?
<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p> <p>B: Higher rates of progress for PP children in English over the next two academic years</p>	<p>Approx £8000</p>	<p>Specific targeted intervention programmes to have maximum effect provided by TA's. Phonics lead to provide specific training to develop their areas of expertise. Phonics lead will monitor assessments and progress half termly. .</p>	<p>The children will close the gap on peers in those particular subject areas.</p> <p>Small Group Tuition EEF: +4</p> <p><i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	<p>Leaders will select intervention programme and staff suitable for training.</p> <p>Children's progress will be monitored half termly by teachers' pupil progress meetings and through pupil progress meetings.</p>	<p>Phonics Data RWI tracking</p>
<p>B: Higher rates of progress for PP children in English over the next two academic years</p>	<p>0.5 RB £29, 065</p> <p>0.5 HS £33, 190</p>	<p>Additional two teachers employed 5 mornings a week to support children in year six for pupils with specific gaps in learning. Type of intervention will vary based on pupil need across the academic year. Data, PPM, teacher (or specialist) knowledge and pupil voice will all contribute to quality first teaching model and intervention design.</p>	<p>To develop resilience and aspiration in order to develop positive learning attitudes and enhanced confidence and skills with their Reading, Writing and Maths in class and when receiving small group or 1:1 support. The children will close the gap on peers in three R's. Small Group Tuition EEF: +4</p> <p><i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.</i></p> <p><i>Reducing class size appears to result in around 3 months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the</i></p>	<p>Children identified through data by not making expected progress over previous academic year. PPM and SLT to monitor impact on academic outcomes and behavioural changes. SLT to closely track the impact and provision of support.</p>	<p>KS2 SATs data</p>

			<i>amount of high quality feedback or one to one attention learners receive.</i>		
<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p> <p>B: Higher rates of progress for PP children in English next 2 academic years.</p>	<p>LM £16,398</p>	<p>Speech and Language specialist (SALT) employed to deliver 1:1 and small group sessions. Also to train other staff to deliver effective speech & language intervention. Children identified low or below in communication and language (EYFSP) or below ARE through teacher judgements receive regular speech and language intervention either through a specific programme designed by external SLT or other interventions that are accredited for impact. Throughout the year.</p>	<p>To develop speech and language as an early intervention and ready children for the rigours of a KS 1 English curriculum. There are a number of children's whose difficulty in forming relationships and managing their feelings in EYFS has a negative impact on their learning behaviours and academic progress in class. There is a positive correlation between this outcome and those with Sp & L and communication problems.</p> <p>Oral language interventions: EEF +5</p> <p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	<p>Teachers will make assessments on pupils for evaluation by the SENDCo/ phase leader who will recommend the type of intervention or request external agency involvement.</p> <p>LM reports back to CT what they have been practising in order to build on this in class.</p> <p>Impact monitored by SENDCO.</p>	<p>Phonics Data RWI tracking KS1 data S & L intervention trackers. Reports from SALT Early talk boost tracker</p>
<p>D: Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic process</p>	<p>JP £16,209 SW £8,075 DB £8,808</p>	<p>Pastoral support-releasing Mrs Palfrey, Ms Walker, Mrs Booth, in afternoons to deliver Thrive, SEAL and Baby SEAL. Children identified through thrive assessment will be offered sessions in small groups or a 1:1 basis depending on need.</p>	<p>Will help the children move through the stages of development allowing them to learn more effectively ensuring their emotional needs are met and they are ready to learn.</p> <p>Social and Emotional Learning EEF +4</p> <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i></p>	<p>Mrs Palfrey up-to-date with Thrive training and recommendations. Thrive is an accredited intervention for supporting behaviour. Repeating of thrive assessments to monitor progress. Through tracking their academic progress using SPTO.</p>	<p>Evidence on CPOMs. Qualitative evidence of improvement in behaviour. Increased inclusion in classrooms. Case studies to show impact.</p>

				SEAL training is also kept up to date and supported by the SENDCo. Monitored by SENDCo/ Mrs Palfrey.	
iii : Other approaches					
Desired Outcome		Pupil premium used for 2021/22	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did activity achieve? Impact is qualitative - lack of data
C: Increased attendance rates for pupils eligible for PP	CF 18,969	Work of family support worker. The role will include: schools attendance officer working with admin staff member responsible for attendance at 0.25. Support vulnerable PP families during periods of holiday. Providing support for families and children and signpost and liaise with external agencies.	Mrs Farmer to work with families to support them overcoming barriers for their children attending school regularly and on time. If children are in school, they will be engaged in lessons & make progress. Parental involvement EEF: +3 <i>Although parental involvement is consistently associated with pupils' success at school, evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</i>	Track attendance figures. Provide case study evidence of how improvements of pupil behaviour and parental communication.	Half termly babcock report. Weekly attendance figures. Case studies.
Recovery Premium					

Desired Outcome		Recovery Premium used for: Year 2021/22	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did the activity actually achieve?
Higher rates of progress for PP children in English and Maths over the next two academic years	0.2 £3,005	Tutoring of year 5 pupils by qualified teacher	<p>MMT to work with children identified as pivotal in Maths and English.</p> <p>Small Group Tuition EEF: +4</p> <p><i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.</i></p>	Monitored by DHT half termly. Impact evidenced by data.	<p>Headstart data.</p> <p>Pupil voice.</p> <p>Pupil's books.</p> <p>Evidence from teachers regarding impact - teacher questionnaire.</p>
Higher rates of progress for PP children in Maths over the next two academic years	£2,100	Doodle Maths purchase	<p>Research led school to purchase Doodle Maths due to impact.</p> <p>Saving teachers time: Doodle creates a personalised work programme for every pupil, so there's no need for teachers to set or mark work.</p> <p>Using in school or at home: Designed to be used for 10 minutes a day, Doodle can be used offline on phone, tablets and desktops, making it ideal for busy summer schedules.</p> <p>Stress-free intervention: Doodle's baseline assessment mode finds, closes and tracks learning gaps — all from the touch of a button!</p>		<p>Doodle reports: engagement and progress.</p>

			<p>Boosting confidence: Doodle is proven by the University of Bath to raise attainment and prevent learning loss.</p> <p>Tracking pupil progress: an intuitive online hub analyses work and tracks changes over time, including the % of EoY objectives covered.</p> <p><i>EEF: Digital Technologies +4</i> <i>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. • Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers. • Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. • Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p>		
Higher rates of progress for PP children in Maths over the next two academic years through the use of an academic mentor and school based tutor.	<p>School contribution in addition to govt subsidised funding £9590-LO</p> <p>£6909- MD</p>	<p>Tutors working across the school form R- Y⁶ focusing on pivotal pupils in English and Maths.</p> <p>Small Group Tuition EEF: +4 <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.</i></p>	<p>Impact measured by data.</p> <p>Cohort records found in RWI assessments and in KS 2 through TT Rockstars, Multiplication check scores. Impact found in pupils books and in Headstart tests.</p> <p>Additionally, qualitative measures through pupil confidence- pupil voice.</p>	<p>Headstart data.</p> <p>Pupil voice.</p> <p>Pupil's books.</p> <p>Evidence from teachers regarding impact - teacher questionnaire.</p> <p>Online tracking (LO).</p>	

iv : Additional actions with no cost					
Desired Outcome		Pupil premium used for 2021/22	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did activity actually achieve? Impact is qualitative due to lack of data
All Outcomes		Assign a governor to monitor impact of PP strategy and provide challenge and feedback to SLT.	Previously no one governor had an in-depth understanding of the PP provision and costings. This allocates a specific person to represent the governing body to be challenging and support with evaluation. This more rigorous system holds HT & SLT to account for PP funding.	Governing body and any external agencies that are requested to evaluate our impact.	Robust governor responses to PP questions.
B: Higher rates of progress for PP children in English over the next two academic years		Pre teaching model deployed whilst children attend assembly twice a week.	Mastery learning approach through 'keep up intervention' enables children to understand and address misconceptions from their learning allowing them to narrow the gap with their peers and keep up with class learning. <i>EEF: +5 - There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</i>	Class teachers using pre and post assessments/AFL to assess individual and group progress. Overseen & scrutinised by SLT during Pupil progress meetings. Monitored by English lead.	Pupil voice Teacher voice

Please note: This document should be read in conjunction with our SIP's and other linked action plans